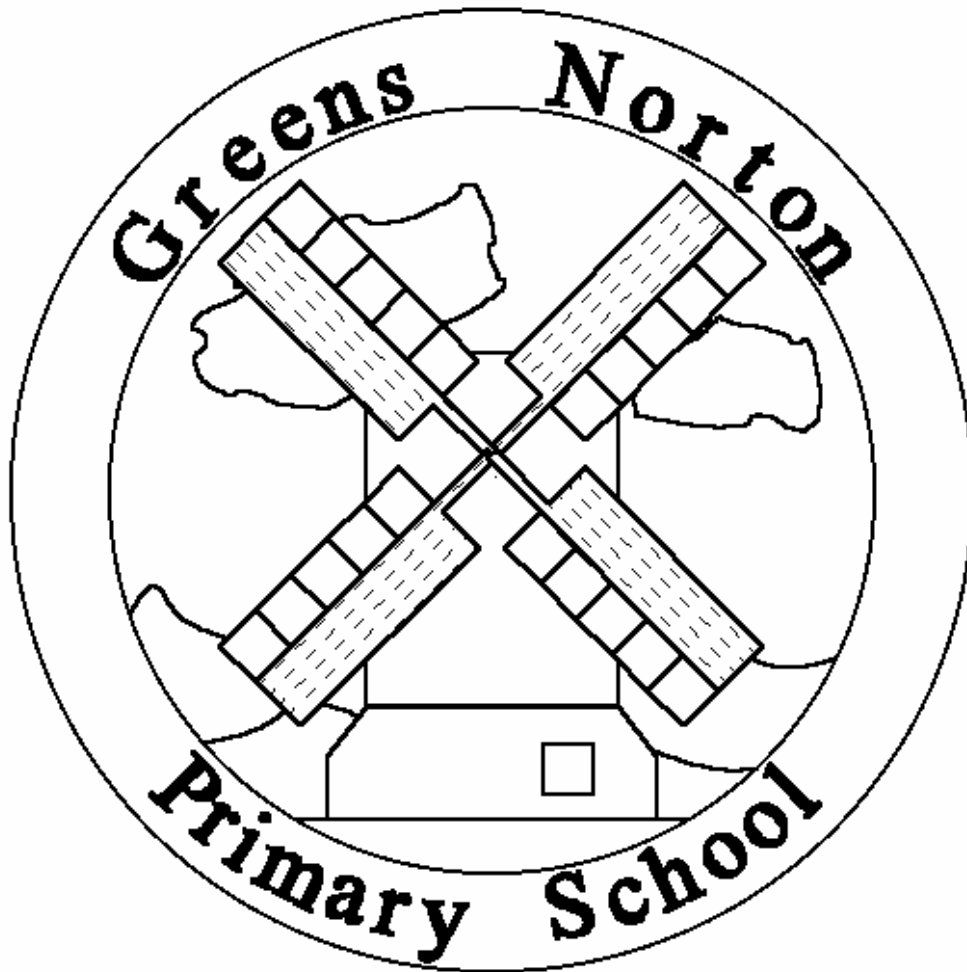


Greens Norton C of E Primary School



Gifted & Talented Policy

'In our school everyone can join in with all we offer'

Approved by

Jane Docking, Chair of Governors

Jan Pickering, Head Teacher

Background to the Policy

This policy is a working document which will be regularly re-visited and updated as we develop and refine our understanding of, and approach to, the issue of gifted and talented pupils. This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to achieve their very best. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

1 Aims and objectives

We are committed to providing an environment, which encourages all pupils to succeed, take risks and enjoy challenge and this clearly includes pupils who display some form of giftedness. We aim to 'develop an appreciation and enjoyment of study and the acquisition of knowledge and skills'. It is in the spirit of these aims and values that we wish to respond to the particular needs of those students who are recognised as having exceptional abilities and talents and to provide a suitably stimulating and challenging environment, both curricular and extra-curricular, which will allow those abilities and talents to develop.

In seeking to meet the needs of these particular students it is our aim and intention to improve the quality of teaching and learning for all pupils in our school.

Definitions

In fact the terminology gifted and talented itself, is open to fierce debate. However at Greens Norton CE Primary School we use DCSF definitions.

A gifted pupil is one who is in the top 5-10% of the pupil population. (DCSF Definition). A gifted pupil is one who 'has the capacity for or demonstrates high levels of performance in an academic area'.

A talented pupil is one who is in the top 5-10% of those with a domain specific ability in a non-academic area:

- Physical talent
- Visual / performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity

Identification of the gifted and talented

Before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

A gifted or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- KS1/KS2 Standards Assessment Tests and QCA optional SATS
- Teacher nomination
- Assessment results
- Peer nomination
- Parental nomination
- Specialist teacher identification

- Self nomination
- Reading ages

It is worth remembering that gifted pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span
- Keen to disguise their abilities

(Deborah Eyre, 1973)

Everyone in school has a responsibility to recognise and value pupils' abilities. We are aware that:

- Unnecessary repetition of work is de-motivating and de-motivated pupils will not always achieve their best
- There is sometimes peer pressure to under-achieve
- Gifted pupils are not always easier to reach than other pupils

Provision for the gifted and talented.

Opportunities for extension and enrichment are built into all our schemes of work. We should plan from our most able pupil down.

We aim to:

- Maintain an ethos where it is OK to be bright.
- Encourage all pupils to be independent learners.
- Recognise achievement.
- Be aware of the effects of ethnicity, bilingualism, gender, disability and social circumstances on learning and high achievement.
- Provide a wide range of extra-curricular activities and clubs.
- Always provide work at an appropriate level.
- Provide opportunities for all pupils to work with like minded peers.

Types of provision:

Classroom differentiation

- Teachers have high expectations.
- Tasks are designed to take account of levels of abilities, existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.

School based provision.

This varies according to subject area and is covered using a variety of methods:

- School clubs
- School societies/councils
- Fast tracking groups
- Enrichment opportunities/ days

Opportunities for performance

- Artists visits
- Partnerships with secondary schools

Out of school provision.

- Work with Silverstone study centre
- Work with other schools in the cluster
- Residential experiences

From Sept 2009 The Head teacher or named person will undertake to meet individually with each of the students identified within the first term and then termly thereafter to discuss their needs, progress against Targets.

Process for review and development.

The Responsible Teacher for G & T is to decide on targets for the SDP and to coordinate an audit programme to monitor School Development. The school is to maintain a register for G&T and to ensure that appropriate records are being kept.

The gifted and talented co-ordinator has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

This policy is reviewed on an annual basis in the summer term by the gifted and talented co-ordinator in conjunction with the Teaching and Learning Committee.

Date ratified:

Due for review: